CMS Lesson Plan

Teacher: Clary, Grimes and King Lesson Date: Week of 11/9

Subject: 8th Georgia Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **SS8CG4: Analyze the role of the judicial branch in Georgia state government.**   1. Explain the structure of the court system in Georgia including trial and appellate procedures and how judges are selected. 2. Explain the difference between criminal law and civil law. 3. Describe the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process. 4. Describe ways to avoid trouble and settle disputes peacefully. 5. Evaluate how the judicial branch fulfills its role in interpreting the laws of Georgia and ensuring justice in our legal system. | *Thursday, Friday Schedule*  **Opening-Introduction Question**  **Lesson part 1- Benchmark Review**  **Closing-Ticket out Door**  **EU/EQ- Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.**   * How does Georgia’s judicial system provide justice and protect the rights of its citizens?  (CG4) * How do judges get their job? (CG4a) * What is the structure of the judicial branch of Georgia government? (CG4a) * What is the difference between a criminal law and a civil law? (CG4b**)** * How might conflicts be peacefully resolved? (CG4d) * How is an adult processed through the criminal justice system?   Vocabulary:   * litigate * civil law * criminal law * defendant * capital crime * grand jury * due process * interpret the   laws   * misdemeanor * felony * criminal Justice Process * arrest * booking   suspect |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)***:**  EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.  EU/EQ- DISTRIBUTION OF POWER: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary value and beliefs  EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.  EU/EQ- GOVERNANCE: The student will understand that as society increases in complexity and interacts with other societies, the complexity of the government also increases. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 5-20 minutes | **Get started/Drill/Do Now:**  Monday*-Review Legislative and Executive Branch of Government*  *Tues-Fri: 20 Minute Clear on Content-Related Topic (Judicial Branch; Benchmark Review)*  *Thurs/Fri-Student selected reading/students will read and write about the differences between Criminal and Civil Rights* | **Summarize (quick write)** |
| 15-20  min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  **Monday-Students will review the Study guide and vocabulary related to benchmark; students will also be introduced to the differences b/t civil and criminal law**  **Students will complete activity based on the Executive and Legislative branch of Georgia’s government.**  Tuesday/Wednesday-Students will review test on documents and take notes based CG3 and 4  Thursday/Friday- Students will review test on documents and take notes based on CG3 and 4  \*\*Students will also receive benchmark review packets | **Review Questions** |
| 15-20 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)*  Students will begin working on stations based on benchmark. | **Review Questions** |
| 15-20 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  **Monday-Students will complete activity based on CG1-CG3 and H3 (review students only) (stations) (Tuesday and Wednesday)**   * **Station 1 (review station): Write Standard and it’s meaning H4a; Answer these 3 essential questions:**   **Students are answering questions again.**   * What is the difference between a criminal law and a civil law? (CG4b**)** * How might conflicts be peacefully resolved? (CG4d) * How is an adult processed through the criminal justice system? * Explain the Judicial System in Georgia in 2 paragraphs. Include all information regarding the types of courts, how they operate, and the roles of prosecutor, judge and jurors.   Station 2: Complete Review of CG1:  Write down CG1 Standard: S**SCG1: Describe the role of citizens under Georgia’s constitution.**   * What is the basic structure of Georgia’s Constitution and how does it protect the separation of powers? (CG1a, b ) * What are the rights of citizens and what responsibilities accompany these basic rights of citizenship? (CG1c) * How does the Georgia Constitution provide the framework for the rights and responsibilities of citizens and government? (CG1) * What are the qualifications for a person to vote in Georgia? (CG1d ) * What is the basic function of political parties and how do they represent voters with different opinions? (CG1e).   Pretend that you are writing a document that provides a lesson to your peers about their rights and responsibilities. Include in your document how Georgia’s government is structure (include legislative, judicial and executive); Also include the rights of citizens and what responsibilities that accompany these rights; also include the qualifications for a person to vote in Georgia.  Station 3:Write the standard:  **History Standard Review**  **Station 4: History Station Review part 2**  **Station 5: Vocabulary Review Stations**  **Station 6: Judicial Station**  **Station 7: Executive and Legislative Station** | **Review Questions**  **Oral Assessment** |
| 10-15 min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Monday-Friday: Complete stations, if needed; Review Answers to stations. | **Review Questions**  **Oral Assessment** |
| 5-10 min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **Monday-Friday: Complete TOD which includes review on benchmark standards** | **Summary** |
| 5-10 min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  *Mon-Fri: We will discuss TOD answers as a class and discuss DLIQ.*  **Students will write out the DLIQ for today’s lesson and share in a class discussion.** | **Summary** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Students who are in need of assistance with ask teacher or work with teacher in group and/or will be given alternative reading materials and alternative assessments. | **Students will complete choice activities and summarize** |

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| Textbook Correlation:  Textbook Correlation: pp. 544-546    Georgia Stories  [Cops and Robbers](file:///C:\Users\ngrimes\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\MMBZO331\Georgia%20Stories)  [Role of the judicial branch in Georgia state government](http://www.gpb.org/georgiastories/gps/SS8CG4) **NEW!**  **Digital Resources**   * [Georgia Courts](http://www.georgiacourts.org/) * [Diagram of Georgia Courts](http://www.georgiacourts.org/index.php?option=com_content&view=article&id=180&Itemid=27) * [Georgia Bar Association Law- Related Education for GPS](http://www.gabar.org/law-related_education/) * [Judicial Branch Overview](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2841&hl=y) * [Supreme Court of Georgia](http://www.gasupreme.us/) * [Georgia Department of Juvenile Justice](http://www.djj.state.ga.us/)   [Court of Appeals of Georgia](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3788) |
| **Digital Resources:**  Georgia Stories   * [The Executive Branch](http://www.gpb.org/georgiastories/stories/executive_branch)   New Georgia Encyclopedia  Executive Branch: Overview   * [Lieutenant Governor](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-830)   <http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-830>   * [Office of the Governor](http://gov.georgia.gov/02/governor/home/0,2822,165937316,00.html) * [Lieutenant Governor](http://ltgov.georgia.gov/02/ltgov/home/0,2229,2199618,00.html) * [Ben's Guide to Government for Kids](http://bensguide.gpo.gov/) |
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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |